Cambridge Assessment International Education

| CANDIDATE NAME | Script C |
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| CENTRE NUMBER | | CANDIDATE NUMBER | |
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| SYLLABUS/ COMPONENT | 9093 / 12 |
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| COMPONENT TITLE | ENGLISH LANGUAGE - PAPER 1 READING |
|---|---|

| WRITE HERE HOW MANY CONTINUATION BOOKLETS YOU HAVE USED (IF ANY). | |
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44/50

# 12 PAGE ANSWER BOOKLET

| For examiner's use only | |
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| Question number | Mark |
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## INSTRUCTIONS

Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.

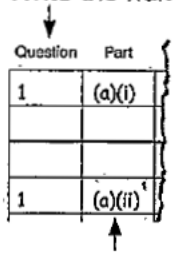
Write your name, centre number and candidate number in the boxes at the top of the page. Write clearly and use capital letters.

Do **not** use an erasable pen or correction fluid.

DO **NOT** WRITE ON ANY BAR CODES.

Write your answers in this booklet. Use both sides of the paper. Leave two blank lines in between your answers to each question.

Write the number of the question you are responding to in the first margin.




If the question you are responding to contains parts, for example 1(a), write the question part in the second margin.

Do all your rough work in pen in this answer booklet. Cross out anything you do **not** want the examiner to mark without making the work unreadable.

Do **not** tear out any part of this booklet.

You must hand in all work. If you have used any continuation booklets, insert them inside this booklet.

This document has **12** pages.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| Question | Part | |
|---|---|---|
| 1 | (a) | Respected Editor of TSMH,<br>I ~~chanced~~ am a regular reader of your newspaper and chanced upon an article discussing the life of child prodigies and the issues they face. Having a sibling who was a child prodigy herself makes this topic very close to me so I decided to share my insights on the same.<br><br>I see child prodigies not as children but as young adults who skipped their childhood. I am uncertain if such gifted kids are, in reality, truly gifted or placed with an unnecessary burden. I have witnessed my sister race against time - as the years passed by the race increased in intensity like higher levels in a video game. I empathise with little Sabara and her family. However, over the years I have ~~observed~~ come to the conclusion that what makes the life of a young prodigy possible is the pure passion and euphoria that they get from doing what they are best at. ~~I agree with Dr Jung regarding this.~~ On the other hand I believe that basic education should not be ~~foregone~~ unless the parents are certain about the security of adopting their kids gift as a career. Afterall, gifted or not, the kid is still a kid. I am all for ~~giving~~ encouraging such kids to further their interests - let there be many young Harrys willing to save our planet. But as Dr Jung posits, parents must make a judgement of the ~~pot~~ product and potential of pursuing their gifts without impeding a childs freedom and happiness. |

I am thoroughly grateful for ~~the t~~ your time spent reading my opinion and appreciate TSMH's effort to spread awareness ~~on~~ and perspective on such overlooked matters

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10/10

Question Part

Regards and Best Wishes,

(b) While the original text aims to inform its audience, newspaper readers who may consist of people looking for a casual read or ~~to gain~~ even involve fellow parents of progidy children, of events and experiences at face-value in the neutral style of an information medium my response is highly opinionated and subjective since my intention is to express my opinions on the matter with my limited laymans knowledge. ~~This is evide~~ For example whereas the article tentatively explores the question 'When is enough, enough?' across on line 12 accompanied by ~~mere~~ impartial statements and accounts, my letter uses phrases like 'I am uncertain', 'I have come to the conclusion' and 'I believe' when making comments. ~~thus~~ The use of ~~present t~~ first person as opposed to the third person reference prevalent in the newspaper article vehements the subjectivity ~~in line with this notion is~~ the and emphasises the fact that it is merely an opinion. In line with this notion of bias in the letter, unlike the article, I use the imperative 'must' ~~when~~ while stating that parents 'must make a judgement'. This is not backed by evidence or facts as I am stating an opinion without the need

for debate or further elucidation.

Another point of contrast is the significant use of anecdotal sentencing and facts in the article. This serves the ideal purpose of media - to provide accurate information and spread awareness using expert advice and statistics from experts in the field.

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Question Part

As a layman, having no knowledge in the field except a personal experience I am not equipped with facts nor do I intend to educate the editor and this is reflected in my letter

Structure-wise, while the letter is written in continuous prose w/ the conventional introduction, body, conclusion style paragraphing the article consists of much shorter paragraphs that seem broken to follow the natural flow of thought while reading The three sections of the article are formatted into an attention-grabbing opening sentence, a brief paragraph elucidating that sentence and providing background information followed by anecdotes from expert. The short paragraphs allow for the reader to assimilate the content-rich article and allows for easy identi distinguishing between speech and information the sophisticated mixture of speech, information and characters involved

To conclude, inspite of the topic of discussion being the same, the approach towards making facts statements and arguments varies greatly between the two forms of writing. Whereas the article is tentative, evidenced

and exploratory. the letter is personal, opinionated and lacking of the alternating views provided in the article.

9/15

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| Question | Part | |
|---|---|---|
| 2 | ~~(a)~~ | In this review, the writer seeks to evaluate and explain his ~~the~~ experiences of lunatick using a vivid descriptions and detail. It is written in a casual register, ~~and~~ with a slight level of informality that replicates the language and illustrations in kids sience fiction and comics. For instance he uses colloquial phrasing such as 'sucked up' (line 37) and the slang 'gimmicky' to describe the ~~a~~ sensation of movement and while rating the experience respectively. He also refers to experts in the field as technical 'whizzes'. ~~All of this creates a~~ However, on the other hand he uses technical and scientific jargon such as 'topography', 'resolution' and 'bandwidth' which suggests that the reviewer has knowledge worthy enough to categorise this as a professional review. Through this oddly harmonious marriage of children's vocabulary and jargon he strikes a balance and the review is thus both entertaining for the common man and serious and informative for scientists and VR experts. |

A variety of figurative language contributes to the richness of the text. In the opening sentence the writer uses an epistrophe to explain the significance of the moon in our life through the phrase 'we sing about it, write about it, make films about it'. ~~This humorous phrase is~~ The conciseness of this phrase is supporting the phrase before it makes it seem fast-paced and creates the feeling of an endless list of activities associated with the moon. In the same paragraph he goes on to refer to the human race as 'man', a synecdoche, which provides ~~accentuat~~ a symbolistic representation of the achievement

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Question Part

that impacted the whole of mankind and layers an extra level of speciality and admiration of that feat. The alliteration of words beginning with 's' in line 15 evokes an atmosphere of mysterious beauty seen at a quick glance. Another prominent ~~of liter~~ figurative language technique is the juxtaposition of 'embedded' and 'sculpted' on line 29 which alludes to the different possible perspectives of the landscape. Whether a person sees beauty or ruin depends on the point of view adopted.

A notable feature of the ~~seen~~ reviewers writing is the repeated use of 'our' - 'our Mount Everest' and 'our solar system'. This use of first person suggests the emotions of the writer as he compared his location in the VR experience to the familiarity and natural welcoming feel of when viewing or thinking

about more familiar places. The affection the reviewer attained from seeing our planet and surroundings from afar is revealed here.

On a larger scale the text is predominantly written in the present tense using the spatial order technique as he explains the sights and experiences in a chronological order. ~~This serves to create an immersive experience for~~ ('you') He uses the second-person address to do this - for example he writes 'you see the sun', 'you land on the moon', 'you feel the sense of isolation...'. This serves to create an immersive experience for the reader, seeing along with the writer, feeling along with the writer. The reader is coaxed to feel all his emotions - the homesickness, the awe, the

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Question Part

feel of 'isolation as 'you' travel through the metaphorical 'panoply' of galaxies and star clusters.

On a whole the reviewer successfully recreates his experience while simultaneously providing enough information and evaluation through a mixture of figurative language and elaborate, complex sentencing.

25/25

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